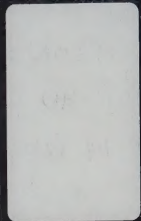


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**TEACHING PRONUNCIATION
TO CHINESE LEARNERS OF
ENGLISH AS A SECOND LANGUAGE**

by **ESTHER PODOLIAK**



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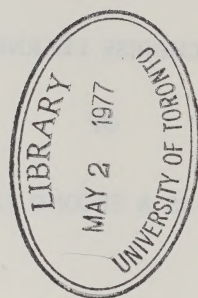
TO CHINESE LEARNERS

OF

ENGLISH AS A SECOND LANGUAGE

by


Esther Podoliak



TEACHING PRONUNCIATION TO CHINESE LEARNERS
OF ENGLISH AS A SECOND LANGUAGE

I N D E X

- 1 Cultural and Physical Factors
- 2 - Acknowledgements and Bibliography
- 3 Phonemic Alphabet Used
- 4 Interference of Chinese Phonology on English Pronunciation
 - General
- 5 - Mandarin
- 6 - Cantonese
- 8 - Acknowledgements and Bibliography
- 9 - Summary of Phonological Interference
- 11 Drills, Exercises and Comments
- 12 - Continuity of Sound
 - Mouth and Tongue Exercises
 - Stress, Rythm and Intonation
- 17 - Consonants: th
- 20 l
- 21 r
- 22 l, r
- 23 er, clusters with r, l
- 24 Clusters: fl, fr, thr
- Final k, t
- Final clusters with s
- 25 Final mp, nl, nk, (nasals with voiceless stops)
- 26 Final voiced sounds (stops and affricates)
- Review of final nasal clusters
- 27 Initial clusters scr, shr
- f, v
- 28 Some more contrasts-s, z; ch, j; sh, ch
- 29 Third person singular inflections
- 30 - Bibliography



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Cultural and Physical Factors

Speakers of Chinese generally have more difficulty than any of the other language groups which we encounter, in acquiring a pronunciation of English that is easily understood.

"Chinese" could mean one of the different dialects of Mandarin, one of the different dialects of Cantonese, or one of many other varied dialects. Although Mandarin is considered the national language of China, the language of prestige, it does not mean that all Chinese people speak Mandarin.

Very generally, one finds Mandarin spoken in the North of China; Cantonese is one of the many Southern dialects. In Taiwan - Mandarin, Taiwanese (Ming dialect) and Cantonese are spoken. Recent newcomers to Toronto show a higher proportion of Cantonese speakers than Mandarin.

Several non-phonological factors may add to the difficulty of learning English pronunciation, or stand in the way of the best possible communication between teacher and class.

A powerful motivating force in the East is the desire not to lose face. Situations will be manipulated and choices made, on the basis of which will save the most face and lose the least. "The Chinese often deny the existence of face - in order to save face (often yours), of course." (1) Thus, asking a student whether he understands what you have said to him is not much help, since the natural tendency for a learner is to want to understand. "...to make a mistake is to violate the code and to lose face." (1)

Another factor is an inclination for rote-learning. Small Chinese children do their reading in chorus, and this type of learning comes more naturally than other types of study, since it is a habit. On one hand, this means that drills go smoothly; but on the other hand, it might make it difficult to switch back and forth from individual to choral work. The temptation is for everyone to repeat a particular sound, and the teacher must keep in mind that it is the natural thing to do.

Concerning free substitution rather than repetition, as in the rhythm drills, vocabulary was provided in the examples preceding, and it worked without any trouble.

The phonology of English and Chinese is so different that a learner of English must learn to use his tongue muscles in new ways. There seems to be a tendency to make English sounds retroflex when they are not, and touch the roof rather than pulling the tongue back and forth. Exercises are later suggested.

DO NOT OVERDRILL EXERCISES: Students may be tired without letting you know, or showing that they are, unlike other language groups.

It is considered rude for Asians, generally, to stick out their tongues. The interdental "th" is the closest we come to doing this in English, but in this, or in tongue exercises, there may be some embarrassment. However, a lack of self-consciousness on the part of the teacher, even if it causes laughter, is soon picked up.

Social positions are strongly respected. It is considered rude to give one-word answers to superiors - older people, for example. Lengthy answers are also to be avoided in the same situation, since they might indicate that the speaker wishes either to show off, or monopolize the listener's time.

Speaking loudly in the presence of superiors is also felt to be impolite. Not speaking loudly enough can be a factor which adds to the difficulty in being understood.

Another factor might be the protrusion of the upper front teeth, more in the South than in the North of China. Since there is a dental /s/ in at least one Cantonese dialect, consonant clusters might be difficult.

Those who learned English in Hong Kong will have been taught the British system of vowel pronunciation. There seems little point in putting any effort into altering this. Besides, there may be resistance to doing so, since British is often considered the "better" form.

Immigrants from Hong Kong may need some time until trust is established, but they soon show their natural liveliness, and active sense of humour - their "Mediterranean personality."

Acknowledgements

Professor Michael Kay, Director of Linguistics and Language Training Program, York University.

Gordon Taylor

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1. Chapter VI: A Study in Westernization by Joseph Agassi and I.C. Jarvie
2. Chapter XIII: Cultural Problems of Chinese Students in a Western-type University.

Alphabet Used

/ p /	as in <u>pot</u>	/ i /	as in <u>feet</u>
/ b /	as in <u>bed</u>	/ I /	as in <u>bit</u>
/ t /	as in <u>ten</u>	/ ɛ /	as in <u>bet</u>
/ d /	as in <u>den</u>	/ æ /	as in <u>bat</u>
/ k /	as in <u>like</u>	/ ɑ /	as in <u>father</u>
/ g /	as in <u>go</u>	/ o /	as in <u>for</u>
/ f /	as in <u>fun</u>	/ ʊ /	as in <u>could</u>
/ v /	as in <u>very</u>	/ u /	as in <u>boot</u>
/ ɵ /	as in <u>thing</u>	/ ə /	as in <u>about</u>
/ ʒ /	as in <u>then</u>	/ ʌ /	as in <u>but</u>
/ s /	as in <u>sun</u>	/ ɪ /	as in <u>famous</u>
/ z /	as in <u>zoo</u>	/ ey /	as in <u>plate</u>
/ ʃ /	as in <u>show</u>	/ ay /	as in <u>buy</u>
/ ʒ /	as in <u>beige</u>	/ aw /	as in <u>house</u>
/ tʃ /	as in <u>choose</u>	/ ow /	as in <u>no</u>
/ dʒ /	as in <u>judge</u>	/ oy /	as in <u>boy</u>
/ l /	as in <u>let</u>	/ ɜ /	as in <u>bird</u>
/ r /	as in <u>room</u>		
/ m /	as in <u>man</u>		
/ n /	as in <u>no</u>		
/ ŋ /	as in <u>sing</u>		
/ y /	as in <u>yellow</u>		
/ w /	as in <u>wait</u>		

Primary stress /

Secondary stress ʌ

Interference of Chinese Phonology

The interference of Chinese phonology in English pronunciation is enough to make "north" sound like /ɹɒf/, "shrimp" like /sim/ or /sip/, "Moor" like /modi/, and "both were very poor" like /bow wə vɛdi poɹi/.

Our problem is complicated by the fact that the different Chinese dialects are different enough from one another that a speaker of one may have difficulty learning another, depending on what they are. However, we are going to try to generalize.

For one thing, "Chinese" lacks consonant clusters. /ts/, in the Chinese word, "tsang", is the closest thing to a consonant cluster. A beginning Chinese learner of English, faced with something like "strength", has a huge task on his hands. He might either leave off some of the consonants and say /sɛŋ/, or /sɛk/; or he might add vowels between so that he could pronounce the consonants separately. -/sətəlɛŋ/. (English /r/ and "th" are new sounds).

Secondly, there are no voiced stops or affricates in many dialects of Chinese; or, if there are, they are allophonic. The distinction between pairs of consonants in Chinese is aspiration, not voicing. (The exception in Mandarin is /ʃ, r/ which does differ only in voicing.)

Chinese /p/ /p^h/) This aspirated /p/ is more heavily
) aspirated than
English /b/ [p^c]) our English aspirated [p^ɛ] .

A learner will substitute his /p/, unaspirated and voiceless, for our /b/, voiced; and /s/, for /z/; /tʃ/ for /dʒ/, etc.

/θ/ doesn't exist in Chinese, and is substituted by /s/ or /f/.

/θ/ doesn't exist either, and is substituted by /d/

/v/ doesn't usually occur in Chinese. It is substituted by /f/ or /w/.



/r, l, n,/ are mixed up by some speakers of Cantonese and Mandarin.

Since Chinese languages are tone languages, that is - the meaning of a word changes with a change in intonation, the teacher using a minimal pair in English must be careful not to let the intonation of her voice vary from one word to another. This variation could mistakenly be taken as part of the meaning of the word.

The vowel system is totally different: A few examples follow: Neither Cantonese nor Mandarin have pairs of phonemes which are distinguished by tension and relaxation as are /i/, /I/, and /u/, /ʊ/ in English (9). Both have shorter versions of /i/ and /u/. (9) Both have more round-lipped versions of /ʌ/ as in English "cup", /kʌp/. (9)

Neither Cantonese nor Mandarin have the English /æ/, as in "bat" or /o/ as in "for".

In spite of its being a tone language, Chinese does have intonation, which may come out as tone being higher or lower than usual. (11) "On the whole, normal intonation is simply a succession of the tones. In a simple question or a simple command with no special implications, there is a slight acceleration toward the end of the sentence, in relation to the expected lengthening of the stress rather than in relation to the other parts of the sentence." (11)

Chinese also has rising and falling endings (which are treated as particles). A rising ending  is added after the tone of the last syllable. It can signify impatience, incredulity, or a command. Falling endings,  similarly added on, "are much more varied than those of the rising ending. On the whole they express a somewhat superior or condescending attitude on the part of the speaker, as when an adult talks to children." (11)

Whereas we might change the intonation of a question tag to change the implication, in Chinese, the particle which is attached to the sentence would be changed instead as, for example, from 'a' to 'me'. (11)

Chinese, then, has many ways of showing intonation, all somewhat different from English. Therefore the whole stress and intonation system of English must be taught. (Noun compounds seem especially difficult.) The best books seem to be "English Pronunciation" - Exercises in Sound Segments, Published by the University of Michigan Press, or "Stress and Intonation, Part I", published by Collier-Macmillan.

Phonology - Mandarin

In Mandarin words can be ended only with vowels and a limited number of consonants /n/, /ŋ/, and /r/. (5) All other final consonants in English, voiced and voiceless, must be taught. The tendency is to leave off the final consonant in the English word or to add a vowel. Thus "cup: would be /kʌ/ or /kʌpə/.

In some forms of Mandarin, /w/ in word initial position may vary with /v/. (6) For this reason, and because /w/ is unrounded in Chinese (3), it may be substituted for /v/ in English by Mandarin speakers.

In Western Mandarin /l/ and /n/ are allophones. (7) So English words like "light" and "night" are confused.

Mandarin /l/, shortened, often sounds like our /d/. /l/ must be prolonged and contrasted with /d/.

Mandarin has the separate phonemes /l/ and /r/. (3) But as mentioned, in English, /r/, /l/, and /n/ are mixed up by some speakers. (3)

Mandarin /r/ is retroflex, palatal, and fricative, almost like English /ʒ/ (3). It is shorter than the English /r/. (8) Initial /r/ in English becomes /l/, perhaps because of the influence of the European /r/. (3) Probably, too, part of the confusion is due to the fact that the fricative quality of the Chinese /r/, which touches very slightly between the ridge and palate, is not far away enough from our English /l/. We are used to hearing no contact with the roof of the mouth in an English /r/.

There might be difficulty between /s/ and "sh", /ʃ/. In Southern Mandarin /s/ and /ʃ/ are equated. Some speakers are not aware they are equating the two. In the following two words, the distinction often does not exist between the /s/ and the /ʃ/. Even though the tones should help, the speakers might gesture to clarify the difference - crossed fingers to indicate 10, and four fingers held up to indicate 4. (3)

/sy/ (tone 4) = number 4

/ʃy/ (tone 2) = number 10

Perhaps the confusion between /s/ and /ʃ/ has something to do with the following: /ʃ/ and /tʃ/ are retroflex, further back with back vowels, and never rounded in Mandarin. (3) They are rounded in English before back vowels. (9)

/y/ in Mandarin is not a phoneme but a palatal on-glide to a front vowel, depending on the speaker. Thus in English you might get "ear" and "year" sounding alike. Back vowels may have a velar on-glide, /ŋ/, preceding. /ŋ/ is a phoneme only in final position. (3)

"Instead of /h/ Mandarin Chinese has a velar fricative [x]. However, this does not involve confusion between two sounds.

For a discussion of English and Mandarin vowels, see "Language Learning" (4) or "English Pronunciation". (9)

Mandarin has more vowel clusters than English (5)

In Mandarin /i/ and /I/ are allophones. This would lead to confusion between the two in English. (4)

Phonology - Cantonese

"Cantonese has a choppy staccato rhythm, rather than the bumpety-bump of English, German, or Mandarin." There are many reasons for this, as the following discussion of the consonants bears out.

"In syllable final position in Cantonese, there are only nasals, or unreleased stops, or glottal stops, depending on the dialect or way of speech." (1)

The nasals in final position are /m, n, ŋ/. (2) They are much shorter than in English. (9)

The final stops are /p, t, k/. (2) When final, in Cantonese, they are unreleased, without explosion. (9) Most native English speakers pronounce these voiceless stops with a slight explosion, granted much slighter than a European, (so that it sounds to us like the European is adding a vowel). But perhaps this is why "in final stops spoken by a Chinese speaker, it sounds like each one has a glottal stop simultaneously in with the stop, and so all three may sound the same to us." (3) "Besides, in one form of Cantonese, the Sun Wui dialect, /t/ and /k/ may be interchanged." (7) So 'back' might become 'bat'.

As mentioned before, Chinese lacks consonant clusters. 'amp' and 'ank' are extremely difficult for Cantonese, who will simplify them by pronouncing either only the stop and not the nasal, or only the nasal and not the stop. 'Schrimp' may come out as 'sip' or 'fin'. (since there are no consonant clusters in Chinese). 'br' becomes 'bula' or 'vula' (since Cantonese has no r) and 'scr' becomes 'sekelā'. "Clusters are decomposed to give a bearer vowel to each consonant. Allied to the staccato rhythm, this makes a one-syllable word sound polysyllabic." (1)

There is no r in Cantonese. (10) Cantonese speakers usually substitute /l/. /d/ may also be substituted for /r/, "Moor" becoming /modi/.

"/l/ and /n/ are allophones in certain forms of Cantonese." (7) Thus 'night' and 'light' are confused. Coupled with the problem of final 'k' and 't', the three words, 'night', 'light', and 'like', sound alike to some Cantonese speakers.

For a discussion of English and Cantonese vowels, see "English Pronunciation". (9)

Cantonese has no vowels close to /I/, /ʊ/, /æ/, /o/ or /ə/. As mentioned, there is a sound close to /ʌ/ as in /kʌp/, but it is more round-lipped. There is a Cantonese vowel similar to /e/, and two which are not too far off from /ɑ/ and /ɔ/. (9)

The sound in English /ə/ is particularly difficult for learners, when it occurs before /r/, as in 'bird', 'heard', 'girl', etc.

Acknowledgments

- (1) Professor Kay, Director of Linguistics and Language Training Program, York University
- (3) Roger Carruthers, Dictionary Office, Linguistics Centre, University of Toronto
- (7) Gordon Taylor

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SUMMARY OF PHONOLOGICAL INTERFERENCE

MANDARIN	CANTONESE
No consonant clusters	No consonant clusters
Vowels are added to the English cluster. "skr" becomes "Sekera". Or consonants are dropped.	
The only final consants are /n, ŋ, r/. In English "cup" becomes /kʌpə/ or /kʌ/.	The only final consonants are /m,n,ŋ,p,t,k,r/. and glottal stops.
	Final /t,k/ are confused by speakers of some dialects.
No voiced stops or affricates All become voiceless.	No voiced stops or affricates. in some dialects.
No /v/. Substituted by /f/ or /w/. Exception: In some dialects /v/ and /w/ are allophones.	No /v/. Substituted by /f/ or /w/.
/r/ is retroflex, palatal, fricative. Sounds like English /ʒ/. Confused with /l/.	No /r/. Usually substituted by /l/, sometimes by /d/.
/r, l, n/ are sometimes confused.	/r, l, n/ are sometimes confused.
/l, n/ are allophones in Western Mandarin.	/l, n/ are allophones in some forms of Cantonese.
/l/ shortened, sounds like our /d/	
/s/ and /ʃ/ are confused by speakers of some dialects.	
No "th" /e/ or /θ/. /s/ or /f/ is substituted for /e/ /d/ for /θ/. /h/ is fricative	No "th", /e/ or /θ/. /s/ or /f/ is substituted for /e/ /d/ for /θ/.
/y/ might be added before front vowels. It's not a phoneme. English "ear" and "year" confused;	

MANDARIN	CANTONESE
/ŋ/ might be added before back vowels. It's only a phoneme in final position.	
/i/ and /I/ are allophones Confusion between /i/ and /I/ in English,	Shorter version of /i/, but no /I/. Confusion between /i/ and /I/ in English.
/u/ but no /ʊ/. Confusion between them in English.	/u/ but no /ʊ/. Confusion between them in English.
No /æ/ or /o/.	No /æ/ or /o/.
	No /ə/ or /ɜ/
* The vowel system is different.	Somewhat new /a/ The vowel system is different.
* Tone Language English Stress and Intonation is new.	Tone Language English Stress and Intonation is new.

Drills and Exercises

These drills and exercises following were compiled to form the beginning of a project to teach pronunciation to Chinese learners. They are not meant to be complete nor conclusive; and of these, not even all have been tried out. The exercises on consonants are intended to be selected from.

KEEP DRILLS TO A MINIMUM - ABOUT TWO MINUTES EACH

Also, don't expect too much success too soon.

Continuity of Sound

A speaker of Chinese tends to introduce glottal stops where an English speaker would continue the voicing right through. An example of this is the phrase, "the egg", or "my room". The students in the class tended to put a glottal stop between the two words in each phrase. It was felt that the effort required to change this habit was not worth the time, since there are more important things. The glottal stop, although it causes choppiness, does not cause the speaker to be unintelligible. If it replaces a final consonant or consonants, then it does, of course, and the time would be better spent on practicing final consonants.

Mouth and Tongue Exercises

Perhaps speech teachers who work with native speakers can be helpful in suggesting some exercises to loosen up the mouth muscles and to stretch and control the tongue muscles. They are suggested because we seem to use our mouth muscles to a greater extent and our tongue muscles somewhat differently than speakers of Chinese. Small individual mirrors can be picked up quite inexpensively in a dime store or drugstore.

Examples:

1. A. Lips protrude, rounded.
B. Then smile.
Repeat A. and B. etc.
2. A. Push the tongue against the gum ridge.
B. Relax.
Repeat A. and B. etc.
3. A. Touch the bottom of the upper teeth with the tip of the tongue.
B. Pull the tongue straight back into the mouth, quite far back, without letting the tongue hit the roof of the mouth.
Repeat A. and B. etc.

Stress, Rhythm and Intonation

The following books are helpful:

"English Pronunciation-Exercises in Sound Segments, Intonation and Rhythm," by Lado and Fries, University of Michigan Press,

or

"Stress and Intonation, Part I", Collier-Macmillan.

STRESS RHYTHM AND INTONATION

Blanks are filled in by students.

room	my room	from China
phone	my phone	from Taiwan
name	my name	from Peking
word	my word	from Canton
class	my class	
	my _ _ _	in Canada
	my _ _ _	in Toronto
	etc.	in Ontario

I'm from China.	I live in Canada.
I'm from Hong Kong.	I live in Toronto.
I'm from Taiwan.	I live in Ontario.
I'm from Canton.	I live in North America.
I'm from Peking.	I live in _ _ _ .
I'm from _ _ _ _	I live in _ _ _ .

I'm from _ _ _ _			
understand	spea <u>k</u>	live	repea <u>t</u>
I understand	I speak	I live	I repeat
You understand	You speak	You live	You repeat
			Please repeat

understand

don't understand

I don't understand

Conversation:	Teacher:	Where're you from?
	Student:	I don't understand.
	Teacher:	Where're you from?
	Student:	Please repeat.
	Teacher:	Where're you from?
	Student:	I'm from Canton.

^	^^ /	54 Dundas Street	^^^ /	Beverley Street
		at 54 Dundas Street		515 Beverley Street
I live at		54 Dundas Street	at	515 Beverley Street
			live at	515 Beverley Street
			I live at	515 Beverley Street
			I live at	

^	/	Yesterday	^	/	May the first
arrived		yesterday	arrived		on May the first
I arrived		yesterday	I arrived		on May the first
			I arrived		

^ ^ ^ /		^ ^ ^ /
	2	
	1 2	
	9 1 2	
^ ^ /	5 9 1 2	^ ^ /
	1 1 2 - 5 9 1 2	
is	1 1 2 - 5 9 1 2	is
is	1 1 2 - 5 9 1 2	is

/	is	1 1 3 - 5 9 1 6
phone number	is	1 1 3 - 5 9 1 6
my phone number	is	1 1 3 - 5 9 1 6
my phone number	is	

The following conversation is then memorized except for the cue words (underlined) which are written on the board and pointed to during the conversation. Only the students' responses are learned.

Teacher:	What's your name?
Student:	My name is <u>Raymond Lee</u> .
Teacher:	Where're you from?
Student:	I'm from <u>Taiwan</u> .
Teacher:	When did you arrive?
Student:	I arrived on <u>May the first</u> .
Teacher:	What's your address?
Student:	It's <u>515 Beverley Street</u> .
Teacher:	What's your phone number?
Student:	It's <u>113-5916</u> .

After the class learns the responses as above, the teacher then goes from individual to individual asking for true information in place of the underlined words.

Adjectives followed by Nouns

It's a large house.
 It's a new apartment.
 It's a small room.
 It's a long exercise.
 It's a hard chair.
 It's a - - - - -

He bought a large house.
 He lives in a new apartment.
 He sleeps in a small room.
 We're doing a long exercise.
 We're - - - - -

Compound Nouns

This is an English class.
 This is a pronunciation class.
 This is a language class.
 This isn't a Spanish class.
 This isn't a French class.
 This isn't an Italian class.
 This isn't - - - - -

Where's the post office?
 Where's the drugstore?
 Where's the grocery store?
 Where's the shoe repair?
 - - - - -

The post office is on Beverley Street.
 The drugstore is on Dundas Street.
 The grocery store is on College Street.
 The shoe repair is on - - - - -
 - - - - -

Intonation

231 pattern

She is a student.
I'm a teacher.
That's the door.
Today's Wednesday.
This is an English class.
This is a brown table.
He's a new student.
She's my sister.
He's my brother.
This is a table.

231 pattern

Where's your brother?
Where's your sister?
Where do you live?
What's your name?
When did you arrive?
Who's your friend?
What's her name?

233 pattern

Do you come from China?
Did you arrive yesterday?
Do you live on Dundas Street?
Are you studying English?
Is your sister at home?
Is he your brother?
Do you live on Beverley Street?

Conversation: A. Where's your brother?
B. He's at home.
A. Is he sick?
B. No, he's busy.

Continue with stress, rhythm, and intonation exercises from one of the two books suggested on Page 12.

Consonants THE FOLLOWING EXERCISES ARE INTENDED TO BE SELECTED FROM

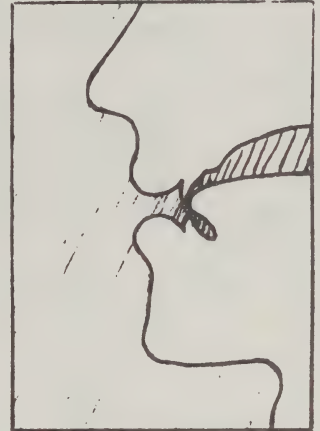
Since consonants cause so much trouble and since vowels could be taught in the regular classroom to all the language groups at once, the attention was given to consonants.

/θ/ 'th' voiceless

Emphasize that the tip of the tongue pushes against the bottom of the upper teeth. Show that the tip can just be seen between the teeth, using the diagram. (If the tip comes out too far it is difficult to combine the sound with other consonants.)

Practise the isolated prolonged sound first.

th _____
thigh
thank-you
thumb
thinking
thought



Tongue position
for /θ/

Special Problems with /θ/

1. The tendency, even on the part of people who could produce the isolated /θ/ correctly, was, when it came to putting it into a work, like "thigh", to slip the tongue back into the mouth too fast and produce /f/ instead. It helped to start again with the isolated sound /θ/, prolonged, and then gradually lower the jaw while keeping the tongue still sitting against the lower lip, and end up with "thank-you".

Some were then able to carry the sound into words like "thigh" or "think".



Tongue and jaw
position for /θ/ in 'thank you'.

2. Some were not and needed practice contrasting /f/ and /θ/.

/ f /
fought
fie
fink

/ θ /
thought
thigh
think

Use the Finocchiario face (3) to show the difference.

3. Some Cantonese speakers lateralized the /θ/ so that the sound came out the two sides of the mouth instead of over the tongue. Rounding the lips to close off the side passages helped.

4. One of the traps in producing the /θ/ sound is to have the tongue so far forward that it has to be curled back in order to touch the back of the tooth. Because of this, the student doing this tends to draw the tongue in too quickly and so produce an /f/ instead.

5. /θ/ may be substituted by /s/ and in that case should be contrasted with it.

sink	think
sigh	thigh
sot	thought
some	thumb

Sentences using /θ/

Thank-you, John.
Thank-you for thinking of me.
They said thank-you.

/ð/ 'th' voiced

Show that this sound is made in the same way as /θ/, but that it is voiced.

The students easily understood the concepts of 'voiced' and 'voiceless'. Have them put their fingers on the Adam's apple (to feel the vibration of the vocal chords), or in their ears, while they imitate the sound. Point out that one can sing on the voiced sound, but not on the voiceless one.

The two sounds could be contrasted.

/ð/

th	_____
thy	

/θ/

th	_____
thigh	

Special Problems with /ð/

1. Some people might substitute /d/ for /ð/. Contrast them.

/d/

day

den

dough

/ð/

they

then

though

2. In each case there was at least one person who, when trying to produce the /ð/, made it nasal. I asked the person to start by saying "uhhhhh" /ʌ — /, with the chin lowered and the tongue tip relaxed behind the lower teeth. Then the sound was continued while the chin was slowly raised, to the point that the tongue tip was then in the correct position for /ð/. All this time keep the sound going so that "uhhhhh" becomes "thhhhhhh".



Tongue and jaw
position for 'uhhhh'.



Tongue position
for 'thhhh' /ð/.

At the same time emphasize that the sound must come through the mouth, not the nose.

/ð/ is easily put in initial, medial, or final position, in isolated words. But when it comes to sentences, only the initial position "th" is retained, and this is the only one that could be formally taught. Even words which did not appear at the beginning of the sentence were impossible, and "d" was substituted. Thus sentences like "That's my friend," might be practised formally but not, "That's the man I saw."

/l/

Teach a dental allophone of /l/ which touches the lower back part of the upper front teeth, similar to the position for "th", but slightly higher.(7)



Tongue position
for /l/.

English has a clear /l/ and a dark /l/ which could be shown if the diagram were extended. It is not necessary to teach the two different types.

If the /l/ is being confused with the /n/, emphasize that the sound for /l/ is lateral, coming out both sides of the spread mouth, while /n/ is nasal.

no	low	spill	spin
night	light	till	tin
Nate	late	pal	pan
not	lot	cool	coon
nay	lay	pail	pain
		hole	hone
		seal	seen
		Paul	pawn
		gall	gone

Sentences

There's no light.
He was never late.

Some Mandarin speakers seem to be saying /d/ for /l/ because they pull the tongue in too quickly. Ask them to prolong holding the tongue tip behind the teeth. You could contrast /l/ and /d/.

"In these clusters, make the /l/ first, then add the /t/ or /d/ before it. In making /tl/ or /dl/ the tip of the tongue should remain touching the teeth ridge all the time." (8).

l	l
tl	dl
little	middle
mental	riddle
subtle	fiddle
	(8)

To make /gl/ and /kl/, make the /l/ first, then add the /k/ or /g/ before it. In making /gl/ or /kl/, the tip of the tongue should remain touching the teeth ridge (gum ridge) through both consonants.

l	l
kl	gl
clean	glow
tackle	eagle
talk less	big lad

/r/

Practice Exercise 3, Page 12. Then practice the same exercise, but stop the tongue tip under that part of the roof of the mouth which is behind the gum ridge, actually between the ridge and palate. (The sides of the tongue are up against the upper molars). Then round the lips and say rrrrrrrrr.

Then open the mouth without letting the tongue tip touch the roof of the mouth and say:

row
rye
ray
etc.

/l/ and /r/

Review production of /l/ here and practice isolated prolonged /l/ and /r/.

SUMMARY OF CHARACTERISTICS

Tongue tip	/r/ behind upper front teeth, not touching	/l/ touching upper front teeth
Sides of tongue	against upper molars	relaxed
Lips	rounded	flattened
Sound	central	lateral (7)

Start with lllll and rrrrr - then llaaah and rrrraah - opening mouth slowly.

law	raw
low	row
lay	ray
lot	rot
light	right

yellow	cigarette
fellow	tomorrow
pillow	arrow
silly	Toronto
ball	are
wall	letter
fall	chair
bottle	door
table	teacher
	hair

Sentences

Let's repeat
Little yellow rose
Little red rose
a red ball
the bottle on the chair

/ə / Schwa before /r/ and clusters with /r/ and /l/

Schwa /ə /

Introduce this symbol /ə/

bird	her bird
her	her work
girl	the girl works
work	
world	

fly	fry	Birds fly
flea	free	I fry eggs
flow	fro	Birds are free
flute	frute	Birds fly free
flight	fright	

(7)

flow	grow	Green things grow
glean	green	
glad	grab	
glue	grew	

climb	crime
class	crass
clop	crop

play	pray
ply	pry

blade	braid
bleed	breed
bled	bred

(7)

Combining /f/	} with /r/
/θ/	

			<u>first this</u>	<u>then this</u>
mast	mask	beasts	- /bi:s - ts/	/fists/
must	musk	forests	- /forIs- ts/	/forIsts/
rust	rusk	rests	- /rɛs - ts/	/rɛsts/

fast	ask
last	task

Nasals and voiceless stops

Trouble with amp, ank.

Sank became /sæ̃k/
 or /sæ̃ŋ/
 or /sæ̃/

for the Cantonese speakers,

and became /sæ̃ŋ/ or /sæ̃k/ for the Mandarin speakers.

Rang became /ræ̃m/ or /ræ̃ŋ/ for the Mandarin speakers.

(1)	(2)	(1)	(2)	(1)	(2)
ram	ramp	ten	tent	sang	sank
lam(b)	lamp	can	can't	bang	bank
cram	cramp	Seine	sent	sing	sink
slum	slump	men	meant	ring	rink
com(b)	lump	pine	pint	ping	pink
clim(b)	cramp	run	runt	rang	rank

Sentences

He sang while the boat sank.
 I lost my ring on the rink.
 Let's go to camp.

Many Chinese speakers have no voiced stops or affricates

Stops - The students in these classes had no trouble distinguishing between voiced and voiceless at the beginning, or imitating them.

(1)	(2)	(1)	(2)	(1)	(2)
pair	bear	time	dime	come	gum

Remind them of the concepts voiced and voiceless by repeating th/θ / and th/ð / and holding the thumb against the vocal chords to feel the difference.

Show them that /b/ in bear is the same /b/ in cab. - That the /d/ in dime is the same as /d/ in pod. - that the /g/ in gum is the same as /g/ in bag.

cap	cab	pot	pod	pond	back	bag
rip	rib	writ	rid		sack	sag
sop	sob	let	lead	lend	luck	lug
cup	cub	hit	hid		rack	rag
		right	ride	rind		
		set	said	send		
		height	hide	hind		
		sight	side	signed		

The teacher should remember that the vowel before the voiced stop is longer than the one before the voiceless stop.

Sentences

I was glad I had a ride.
 I see a cap.
 I see a cab.
 I left my cap in the cab.
 I left my bag on the truck.
 I signed my name.
 Did you send a letter to China?

More Final Consonant Drills

cat	cad	canned	can't
set	said	sent	send
let	lead	lend	lent
pat	pad	panned	pant
sack	sag	sang	sank
bath	bag	bang	bank
rack	rag	rang	rank
seek		sing	sink
lap	lab	lamb	lamp
	crab	cram	cramp
rip	rib	rim	
	rub	rum	rump
sup	sub	some	
lip	lib	limb	limp

Scr and Shr clusters

scream	shrimp
scrap	shrew
scrawny	shrewd
scrimp	shriek
scram	
screw	

Sentences

I'd like some ice-cream.
Let's take some shrimp to camp.
I need some nails and screws.

When there is difficulty - use the backward build-up.

rimp shrimp

If this doesn't work - isolate the sounds and gradually bring them closer.

sh rimp
sh rimp
shrimp

/f/ and /v/

There is no /v/ in Chinese. Remind the class of the concept of voice and voicelessness, and practice these sounds in prolonged isolation, showing that they are made in the same way except that /v/ is voiced.

f f f f f	v v v v v	river	<u>leaf</u>	<u>leave</u>
<u>fine</u>	<u>vine</u>	driver	safe	save
few	view	braver	life	live
fairy	very	naval		rave
fail	veil	saving		dove
fat	vat	roving		love
		driving		drive
		aviation		five
		<u>aviator</u>		loaves
				calves
				raves
				drives
				saves

Sentences

The verandah has a very nice view.	He was driving beside the
He loves to drive.	river.
He saved five lives.	Grapes grow on vines.

/s, z/

Remind the class of the concepts of voice and voicelessness.

s s s s s

z z z z z

sip
sue
Seine

zip
zoo
Zen
zipper
zone

I'll sip it.
I'll sip it.
Sew the zipper.

Magazine
buzzing
easy
busy
lazy
hazy

It's easy to be lazy.

bus
fuss
race
rice
place
gross

buzz
fuzz
raise
rise
plays
grows
is
was
leads
reads
faces
rises
amuses
girls
trees

The grass grows.
The bee is buzzing.
He reads magazines.
The boss is busy.

/tʃ, dʒ/

cherry

Jerry
judge
job
jive
jump
edgy
cagey
badge
fudge
rage

Jerry likes cherries.
The judge was eating fudge.
John is looking for a job.

/ʃ, tʃ/

shop
sherry
shoes

chop
cherry
choose

satchel
itchy
catchy
splotchy
watching
catching
pitcher

wash
cash
mash
wish

watch
catch
match
which

Sentences

Which shoes did you choose?
I watched her washing her clothes.

3rd Person Singular

/s/
after voiceless

bites
sits
waits
fights

slaps
stops
raps
flips

walks
makes
takes
likes
works
smokes

laughs
coughs
puffs

/z/
after voiced

reads
leads
wades

grabs
robs

sags
brags
drags

owns
runs
pains
pins
learns

comes
seems
names

drives
saves
shaves
loves

calls
tells
fails
falls
pulls
pours

roars

/ɪz/
after sibilants
and affricates

faces
laces
races

rises
loses
raises

washes
fishes
mashes
brushes

watches
catches
botches
latches

judges
rages
edges

He reads
He works

He walks etc., etc., etc. He.....

Teacher could give the verb - student completes it.

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